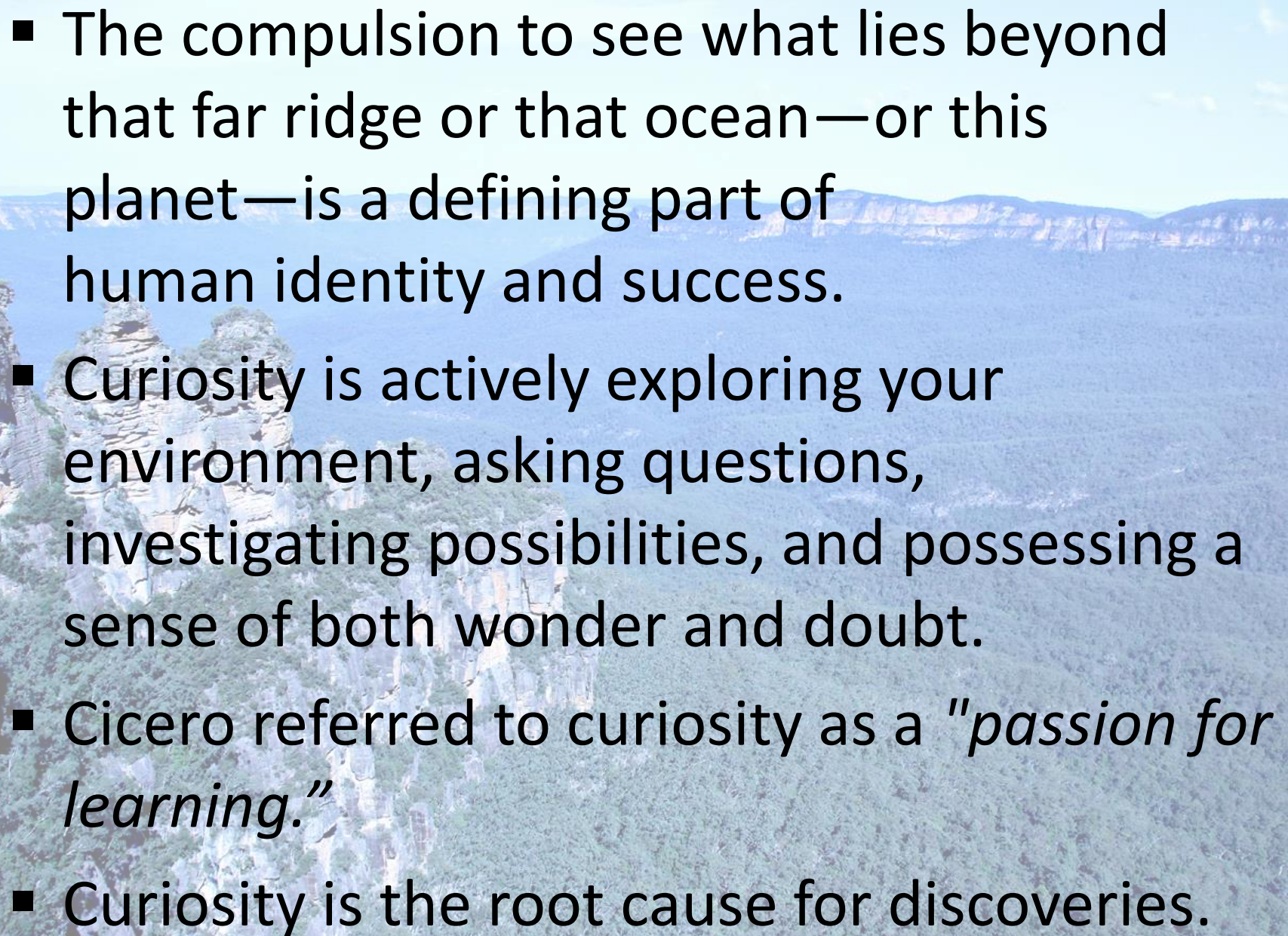


Unpacking the concept of Discovery



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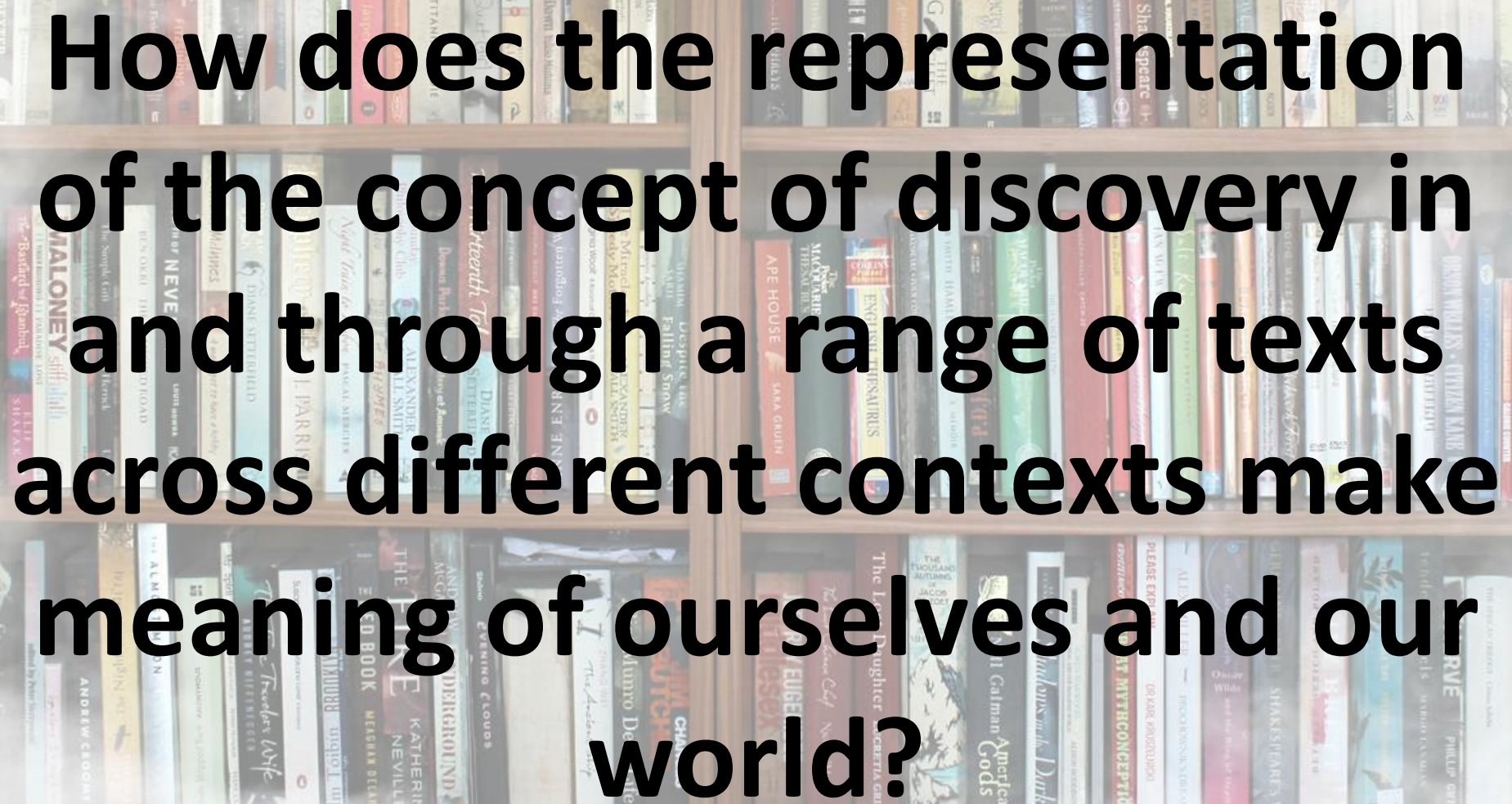
- 
- The compulsion to see what lies beyond that far ridge or that ocean—or this planet—is a defining part of human identity and success.
 - Curiosity is actively exploring your environment, asking questions, investigating possibilities, and possessing a sense of both wonder and doubt.
 - Cicero referred to curiosity as a "*passion for learning.*"
 - Curiosity is the root cause for discoveries.

The Concept of Discovery

- What is discovery?
- What instigates discovery?
- What determines how we respond to discovery?
- What are the consequences of discovery?

The Concept of Discovery

- How do you view the notion of Discovery?
- How do the texts represent the concept of Discovery?
- What ideas have you developed about Discovery?



**How does the representation
of the concept of discovery in
and through a range of texts
across different contexts make
meaning of ourselves and our
world?**



Representation

- How meaning is conveyed through language features, form and structure.
- The deliberate choices made by composers when they construct a text.
- These choices are shaped by the composer's perspective, purpose and assumptions.
- Their context – social, historical, cultural and personal – is influential.

Representation

- The images
- The words: Nuances and ambiguities
- The sounds
- Form and structure



Personal Engagement

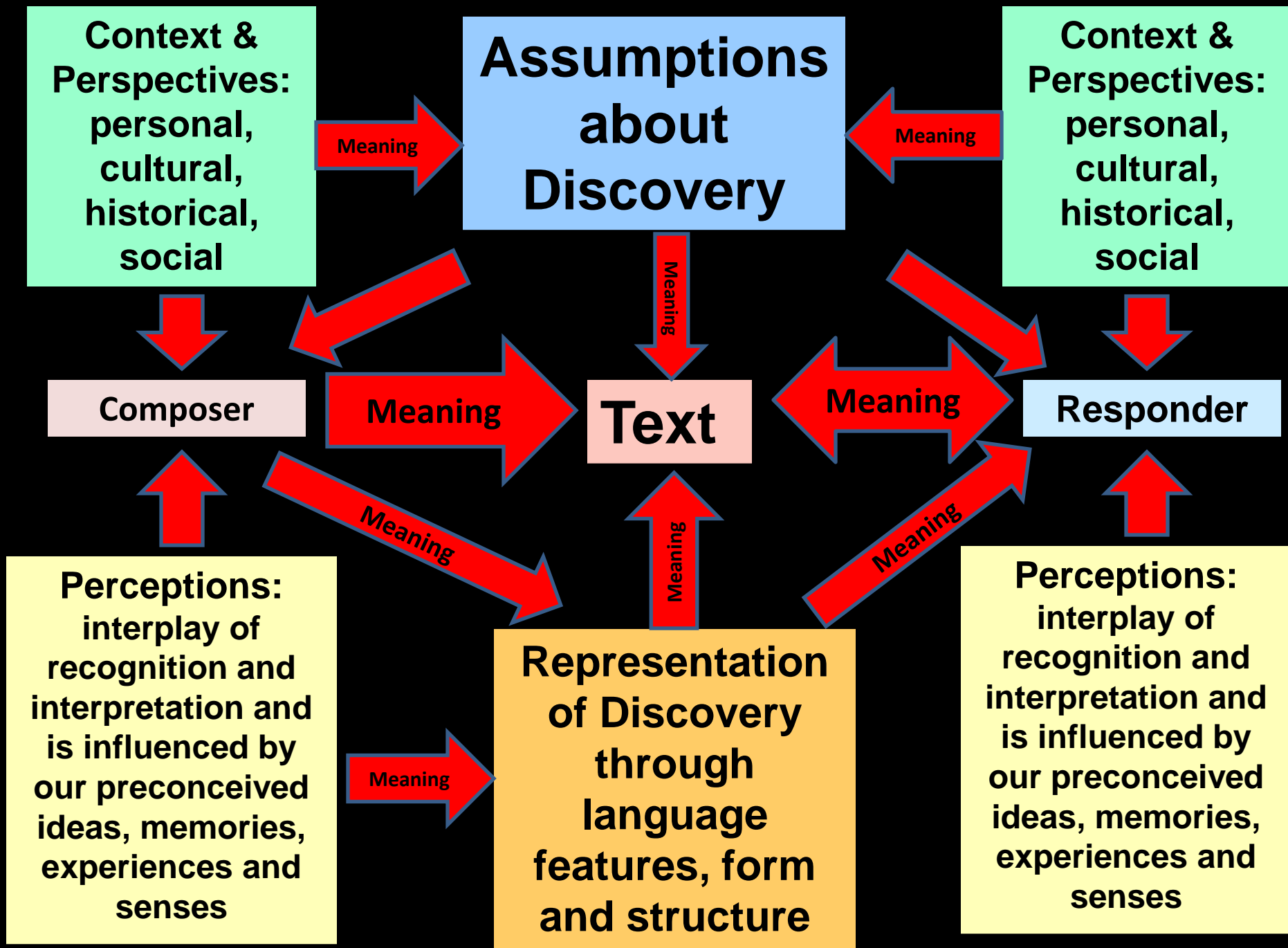
- Students consider the **ways** composers may **invite** them to experience discovery through their texts and explore how the process of discovering is represented using a variety of language modes, forms and features.



Personal Engagement

- Why draws you to literature and film?
- What makes you linger and savour the text?
- Why do some texts continue to echo long after you close the cover or watch the credits roll and then and fragments reappear at unexpected moments?





Your understanding...

- What are three overarching ideas or theses have you developed after exploring a range of texts and considering your own experiences and perceptions in regards to Discovery?
- Ask what you have learned about the human experience?



Theses

- Essential to develop at least four overarching theses or points of view
- A synthesis of the ideas you have gathered about Discovery through your experience of texts
- Applies to all sections of Paper 1

Section 1: Reading Task

- *“Strong responses demonstrated perception and insight into the **ideas** embedded in the texts and supported a thesis with effective **textual evidence**.”*
- *“Weaker responses simply described the content of either the written or visual without linking them”*
- *“A discussion which focused primarily on language techniques often restricted the candidates’ opportunity to demonstrate their understanding of the ideas in the texts or to develop their ideas effectively”*

Reading Task

- The ideas!
- Composer's purpose and attitude towards Discovery
- **How** language features, form and structure represent Discovery
- How you respond **personally** to the ideas in the texts.
- Use 10 minutes reading time to look for the **overarching concept** or aspect related to Discovery
- Interrogate the composer's purpose and intended audience.
- Find the emotive words or salient images first to uncover the meaning.
- Focus on the key techniques and their effect.

A scenic photograph of a pier extending into the ocean at sunset. The sky is a vibrant mix of orange, pink, and purple, with soft clouds. Two tall, black streetlights on the pier are illuminated, casting a bright glow that reflects on the calm water. The pier has a metal railing and a small flagpole. The water is a deep blue, and the overall atmosphere is peaceful and serene.

Section III



Applying the Rubric

- What is being discovered?
- Categories/types/ nature of the discoveries?
- How is it being discovered?
- Why is it being discovered?
- By whom is it being discovered?
- What happens after the discovery? Impact?
- Speculations for future discoveries?
- What are OUR discoveries from the texts?

Extended Responses

- **Conceptual understanding:**
 - The thesis or line of argument
 - In response to the question
 - The framework and drivers for extended responses
 - Integrates the response
 - Support and challenge

Theses

- Overarching thesis through the question to a specific line of argument. High-range responses use the key terms of the question to create a thesis.
- At least one or two supporting arguments or ideas used to further the thesis that address the question in the essay.
- Topic sentences that signpost the ideas and build your argument.
- Integrated links to the ideas and texts.

Developing a Thesis

- Judicious textual support: Detailed, relevant examples from the text/s rather than spurious, shallow examples.
- Supporting the analysis of language features with examples from the text/s and evaluating their impact on the responder. Never a shopping list of techniques!
- Begin with the idea, move to the textual detail and then analyse the language features and the meaning conveyed.

Critical analysis

■ Analyse:

- Begin with the idea or meaning first to avoid the shopping list
- Explain and evaluate the meaning and impact of the feature
- Integrate into the analysis and evaluation of the text/s

Cohesion

- Make connections between the texts through:
 - The thesis and ideas
 - Similarities and differences
 - Characters
 - Incidents
 - Representation



Cohesion

- Connecting words:
 - *Furthermore*
 - *Moreover*
 - *In contrast*
 - *Alternatively*
 - *Is analogous*
 - *Correspondingly*
 - *Conversely*
 - *Additionally*



The Verbs

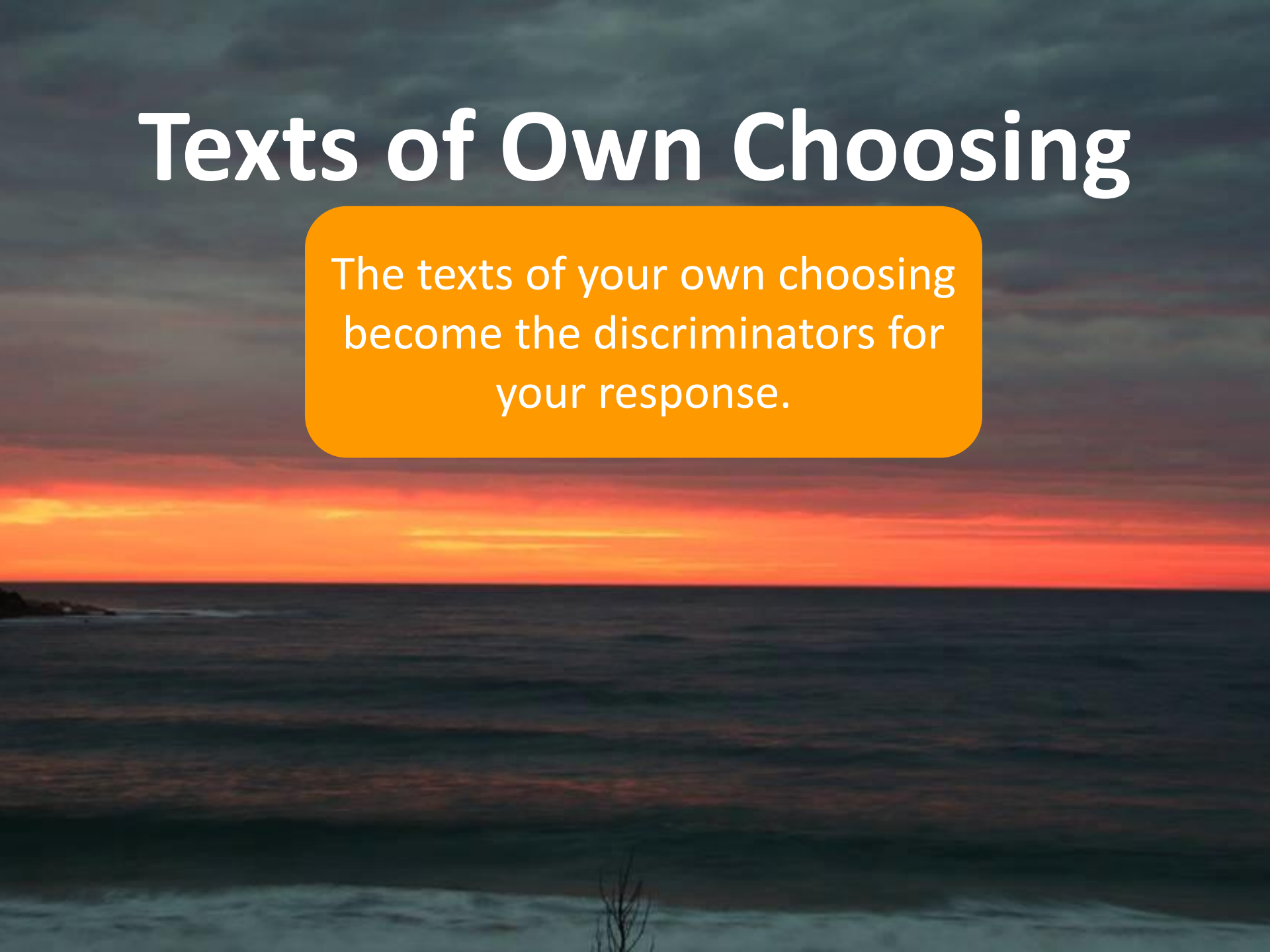
Navigate the marker through the essay!

- Proffers
- Promulgates
- Ascribes
- Posits
- Advances
- Affirms
- Challenges

- Explicates
- Expounds
- Validates
- Clarifies
- Espouses
- Amplifies
- Enlightens

Texts of Own Choosing

The texts of your own choosing
become the discriminators for
your response.



Texts of own Choosing

- Discerning choice of related material that enhance and strengthen the argument in response to the question through subtle comparison or stark contrast.
- Enable you to support and challenge the thesis and supporting ideas.
- The discriminator!!



Key Ingredients

- Unpack the rubric demands and create tables that link the prescribed and related texts
- Focusing on the key concepts of the prescribed text and texts of own choosing
- Notes from the Marking Centre
- Judicious choice of textual details
- Integrated and synthesised discussion of the texts that develop and support your response to the question
- Practice, practice and practice to a range of questions!